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SPECIAL PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, AUGUST 1966 - OCTOBER 1967. FINAL REPORT.

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IN 1966, THE STATE UNIVERSITY OF NEW YORK AT FARMINGDALE DEVELOPED THREE NONCREDIT DAYTIME PROGRAMS IN EDUCATION FOR COMMUNITY SERVICE. GATEWAY TO CAREERS FOR WOMEN, A 15-SESSION WORKSHOP, PROVIDED FIELD ASSIGNMENTS, JOBFINDING SKILLS, AND COUNSELING. NEW HORIZONS FOR LATER YEARS WAS A 10-SESSION PROGRAM FOR OLDER MEN AND WOMEN PREPARING FOR RETIREMENT. MEDICARE-AIDE TRAINING PROGRAM PROVIDED A 10-SESSION WORKSHOP TO TRAIN MEN AND WOMEN AS PAID OR VOLUNTEER NURSES AIDES. ALL PROGRAMS INVOLVED GUEST SPEAKERS, FIELD TRIPS, FILMS, NEW TECHNIQUES IN GROUP GUIDANCE, AND CREATIVE TEACHING MATERIALS. ATTENDANCE WAS WELL ABOVE AVERAGE FOR ADULT EDUCATION PROGRAMS. SOME OF THE PARTICIPANTS RECEIVED TUITION GRANTS AND TRANSPORTATION STIPENDS. INSTRUCTORS INCLUDED A NURSE, A SOCIAL WORKER, AND THREE ASSISTANT INSTRUCTORS WORKING IN A TEAM TEACHING SITUATION. COMMUNITY INVOLVEMENT EXCEEDED EXPECTATION AND MEDIA COVERAGE WAS EXTENSIVE, THE GREATEST RESPONSE COMING FROM NEWSPAPER ARTICLES. REQUESTS FOR MATERIALS AND INFORMATION HAVE COME FROM MANY ORGANIZATIONS AND INDIVIDUALS, AND THE STAFF HAVE BEEN INVOLVED IN RELATED CONFERENCES, PROGRAMS, AND ADVISORY GROUPS. DURING THE 1967-68 ACADEMIC YEAR, AN EXPANDED CURRICULUM WILL PROVIDE TRAINING FOR NURSES AIDES, LEADERS, HARD-CORE UNEMPLOYED WOMEN, AND TEACHERS AIDES. (PT)

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FINAL REPORT

SPECIAL PROGRAMS UNDER TITLE I

HIGHER EDUCATION ACT OF 1965

(August, 1966 - October, 1967)

CENTER FOR COMMUNITY EDUCATIONAL SERVICES

State University of New York

Agricultural and Technical College at Farmingdale

Dr. Charles W. Laffin, Jr.
President

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STATE UNIVERSITY
AGRICULTURAL & TECHNICAL COLLEGE
FARMINGDALE, NEW YORK 11735

FINAL REPORT - OVERVIEW OF THE PROGRAMS UNDER THE GRANT
TITLE I OF THE HIGHER EDUCATION ACT OF 1965 (FISCAL YEAR 1966-67)

In the summer of 1966, a grant of $12,000 was made to the State University Agricultural and Technical College at Farmingdale, under Title I of the Higher Education Act of 1965. The grant was based on a proposal written by Mr. Richard Stoltz, then Assistant Dean of the Evening College, who acted as project director, and Mrs. Sylvia R. Kaplan, then counselor in the Evening College, who developed the curriculum for, and directed the "Gateway to Careers for Women" workshop. It was administered within the Evening College, under the guidance of Dean James F. Nihan. Mrs. Beverly Fuchs was hired with the new funds to act as the part-time coordinator of "New Programs for Later Years."

The following briefly summarizes the accomplishments in the funded programs during the 1966-67 academic year.

PROGRAMS

Three non-credit programs were developed, each given during the day time for two semesters:

I - Gateway to Careers for Women - a fifteen session workshop to help give direction to mature women, who wish to extend their activity through education, employment or community service. Included are self-evaluation techniques; written, oral and field assignments; training in job finding skills; orientation to the labor market; and counseling.

II - New Horizons for Later Years - a ten session program to help the older man and woman expand vocational, educational and cultural horizons. The curriculum includes consideration of physical and

psychological needs of the older person; income maintenance and retirement planning; constructive use of leisure time; planning for continued education, and exploration of opportunities in paid employment and volunteer activities.

III - Gericare-Aide Training Program - A ten session workshop to train adult men and women to work as paid or volunteer aides in the non-medical care of the aged, at home, in hospitals and in nursing homes. The following areas are covered; psychological understanding, major causes of illness and nutritional needs of the elderly. Included also are safety factors; bed baths; making an occupied bed; temperature taking; and other practical skills. Consideration is given as to how to stimulate the interest of the elderly in activities, and how to use the skills and hobbies of the aide. An exploration of volunteer and paid positions in which these new skills can be used is part of the training.

All these programs (in a total of 70 sessions) involved guest speakers, (a total of 47, all of whom volunteered their time); field trips, (a total of seven); films, (a total of four); and the distribution of pertinent materials (over 7,000 copies of 79 different pamphlets available without cost from governmental and other agencies). In addition, new techniques in group guidance were used, and creative teaching materials were developed, duplicated and distributed to the students.

PARTICIPANTS

In the three programs, 245 individuals participated actively as follows:

	Fall '66	Spring '67	Total
Gateway to Careers	76	80	156
New Horizons for Later Years	15	28	43
Gericare-Aide Training Program	10	36	46
Totals	101	144	245

Twenty eight of the students were referred by Economic Opportunity Commissions and other community agencies, and did not pay tuition. Of this number 15 received transportation stipends, which made it possible for them to attend. Sixty percent of the 245 had never attended college, and twenty-one percent had not finished high school. A large proportion of these, as well as individuals with college backgrounds, are now involved in further education. Nearly one-third of the total participants have found employment. Some are active in new ways in community service.

The attendance in each group was well above the average figures for adult education. Over 70% of those registered in the three programs attended more than two-thirds of the sessions, in spite of the large number of elderly persons, and of women with responsibility to young children. Eight participants attended all the sessions. These programs appear to have made a considerable impact, in actions and attitude, on the lives of the participants. The unsought testimonials from the students were numerous and reflected personal growth and goals achieved.

By providing in turn, orientation, guidance, information, new horizons and skills, these projects represented education for community service in a meaningful way. Men and women were helped to find and

prepare for new roles, more fulfilling for themselves and society.

FACULTY

Five individuals with exceptional qualifications were hired. They included a social worker with special training and experience with the elderly, for the New Horizons workshop, and a nurse who directs a county home health aide program, as visiting instructor for the Gericare-Aide Training Program. Due to the unanticipated large enrollment of 76 women in the Fall semester, and 80 in the Spring for Gateway to Careers, three assistant instructors, each with a master's degree in a different field (one in psychology, one in social work, one in occupational therapy, and with experience in adult education) were recruited, and trained by Mrs. Kaplan to work with her in a team teaching situation.

THE COMMUNITY

At a Community Conference held in August 1966, and attended by forty-seven people representing over thirty private and public agencies and organizations, the programs were outlined and discussed. The conference participants advised on curriculum planning and program structure. An ongoing relationship was developed which resulted in cooperation in recruitment of students and in providing resource speakers during the year. The extent and quality of community involvement exceeded expectation. Lines of communication have been established with other educational institutions, with industry, and with government and social agencies.

THE CENTER

In accordance with the objectives of the grant, a Center for Community Educational Services was established. In addition to programs

funded under Title I, the Center has initiated unfunded programs for adults and has coordinated workshops and institutes already established. The broad goal of the Center is to identify and meet community needs and then develop educational programs to meet these needs. In addition to the community relationships referred to above, a mailing list of over 500 institutions and agencies and over 1000 potential students was created; a library of hard cover and paperback books and other literature was established and classified.

PUBLICITY

Because of the tangible results of these programs, and because of the growing demand for education for adults (particularly the mature woman and the elderly), and the response from the community, the media coverage was extensive. Sixty different exposures in thirty-eight different media included: feature articles, news items, radio broadcasts; and stories in agency and organization newsletters. As expected, items in Long Island daily newspapers; Newsday, The Suffolk Sun, and Long Island Press, brought the greatest response, but it is interesting to note that every published item or announcement resulted in inquiries from the public. Participants were actually referred from over 30 sources, including mass media, libraries, colleges, senior citizens groups, anti-poverty councils, religious organizations, and public agencies.

REQUESTS FOR PLANNING ASSISTANCE

Inquiries about these programs and requests for materials (from other educational institutions) have been received from educational institutions and professional, religious and community organizations in twenty-two states and two foreign countries, a total of seventy-two to date. The

curricula, materials developed, and reports were shared with many interested agencies and educational institutions. Every effort was made to make available what has been learned here through these federally financed pilot programs (Title I, Higher Education Act of 1965) to help others. The large number of requests for details regarding these programs reflects their success and indicates the need in other communities for these types of educational opportunities.

In addition to requests from institutions and organizations, over three hundred inquiries were received at the Center from individuals other than those registered in any of the programs. About one hundred were counseled, some in interviews on campus; and others briefly on the telephone. Many were directed into continuing education, some into employment, and others into volunteer service.

Members of the staff were involved in related conferences, programs and advisory groups. Mrs. Kaplan and Mrs. Fuchs served as speakers and resource people in meetings of religious groups, women's groups, senior centers, professional associations and academic institutions, during the period of the grant. In addition to the long term "Gateway to Careers" workshops, a concentrated introduction to the subjects included in that program was presented in two one-day institutes, in September and October 1967. These were held at Macy's Huntington and Bay Shore Community Rooms on Long Island, at their invitation, and open to the public.

FUNDING

The extensive program described above, including 70 classroom sessions for a total of 245 participants; a major conference; two institutes, and group and individual counseling which involved 300

additional people; was accomplished within the modest grant of $12,000 under funding through the Higher Education Act of 1965, Title I. The effective results were possible only because of the support of the entire college; the President; the Dean of the Evening College; many departments and individuals, including the secretarial and clerical staff and student helpers. The cooperation of many community agencies, and of resource people who volunteered their time, contributed to the extensive and intensive success of the programs.

CURRENT PROGRAMS (expansion of 1966-67 programs and new funding, 67-68)

During the 1967-68 academic year, four programs are being developed under Title I of the Higher Education Act of 1965. The Gericare-Aide Training Program is being given in the Fall semester. In fifteen sessions, instead of ten, an expanded curriculum offers more emphasis on practical aspects of training. Over one third of the participants were referred by Economic Opportunity groups, and are receiving tuition grants and transportation stipends.

As an outgrowth of the Gateway to Careers workshop, and in response to the ever-growing demand for more programs of this kind, a "Leadership Training for Women's Programs" workshop is preparing twenty-five outstanding women to work in this field. This is a pilot project conducted in the Fall semester.

An information resource of educational opportunities for mature women on Long Island is being developed, with the assistance of volunteers from the American Association of University Women, and other groups. It will be called EPIC (Educational Programs Information Center).

A third program for women will be offered in the Spring with no fee, an Employment Opportunity Workshop, for hard-core unemployed women with

limited skills and education. It will teach them how to find and retain a job and will train them in some basic office skills, such as filing and telephone answering.

In response to the demand, although not financed by any grant, the Gateway to Careers workshop has been continued under the Center for Community Educational Services. There are three sections of the workshop with twenty-one women in each.

A new twenty session non-credit "Teacher-Aide Training Program" workshop was developed because of the growing need for, and use of, teacher aides in public and private schools on Long Island. A speaker inspired three women in last year's "Gateway to Careers" workshop to prepare a survey under the guidance of the college which led to the development of this new program. The curriculum includes an orientation to school philosophy, personnel and pupil relationships; specific skills in library, music, visual-aides, and other school functions; security and safety responsibilities; field trips.

This report on the 1966-1967 projects funded under Title I of the Higher Education Act of 1965, only partially reflects the impact on large numbers of adults, their families; the College; the community and its institutions. It is hoped that these pilot programs will not only be continued here, but will serve as models for other communities.

FINAL REPORT - NARRATIVE INFORMATION

1. What problem or situation was addressed? What impact did your project make on participants and community as a whole?

A. "New Horizons for Later Years"

The problem of the older citizen is a serious, growing one, largely neglected until very recently. Because people are living longer and retiring earlier, for many there is an extended period of useless, lonely, and often miserable years. This program helped the participants to evaluate their own abilities and interests, and then to expand their educational, vocational, social, and cultural horizons.

The impact on the individuals was dramatic -- in an evaluation questionaire individuals wrote, "I feel twenty years younger," "Now my life has more meaning," and, on nearly one third of the forms under "criticism of the program:" -- "it was too short," or, "it ended too soon."

The community was affected in several ways. Of the forty-three participants, five were people who worked with this age group, and came away with a better understanding of their attitudes and their problems. The five included a minister, an official in a mental institution, a staff member of an economic opportunity group, a recreation assistant in the Park Department, and an activities therapist in a home for the aged. Furthermore, the existing community agencies and organizations interested in problems of the aging worked very closely with us, recruiting participants and providing resource speakers and literature.

They were eager to work together with us to extend their services to the elderly beyond a concern for health, housing, recreation, and finances, to education.

B. "Gericare-Aide Training Program"

The situation addressed by this program was two-fold. On the one hand, as people live longer, more of them need care in their later years, short of medical attention. On the other hand, many women are seeking an activity which will provide some income and give them an opportunity to help others. This program prepared forty-six mature people in the non-medical care of the aged at home, in hospitals and in nursing homes.

For the participants, the skills learned were put to immediate use. Six individuals were caring for an elderly parent or neighbor; three were nuns, who worked with the aged Sisters in their convent; seven were employed in the infirmary of a home for the aged (this group brought current problems to the instructor); six (recommended by a local economic opportunity council) were houseworkers who hoped to upgrade their employment potential. Others found employment with private cases or in nursing homes, and several have continued to work as volunteers and feel that they are more effective.

In one situation, Our Lady of Consolation Residence, the home for the aged which sent seven of their employees, the Director of Nursing felt that the program was so helpful that she is now planning to give a course modeled after the curriculum developed at Farmingdale to all their staff. It may be

appropriate to mention here that curricula for all three programs were shared with educational and community institutions in communities near and far, totaling over 70 to date.

C. "Gateway to Careers for Women"

Modern women marry younger, live longer, have more mechanical help in the home, and are better educated than was the case earlier in this century. As a result, the average woman has 30 or 35 active years after the period of her full-time responsibility to her growing family, and she needs direction in making these years more productive for herself and society. She needs help in the first step in extending her activity beyond the home. This guidance, based on self-evaluation, and an exploration of opportunities in education, employment and community service, was provided by the "Gateway to Careers for Women" workshop. The proportion of the problem in Nassau and Suffolk counties is reflected in the unanticipated enrollment of 156 women in the two semesters, over 500 inquiries, and a registration of over 70 for the Fall 1967 unfunded program. The impact on the participants can be evaluated in attitude and action. Their attitudinal changes were significant. In seven short weeks the average participant developed from a confused, searching, discouraged, "just a housewife", to a confident individual, with a much clearer understanding of her own needs and abilities and a sense of direction. Some, especially the younger women, decided that this was not yet the time in their lives to "step out", but they remained in their home patterns with a

positive feeling replacing guilt and frustration. Analysis of actions taken by the participants show a variety of directions. Over one third have registered in some kind of educational program (ranging from high school equivalency course to completion of masters degree); nearly one third have found employment (some of them part-time jobs); over one third are now involved in community work on a voluntary basis, (often in structured, direct service activities); and a small percentage have decided to remain as full-time mothers and homemakers. It is interesting to note that these figures add up to more than 100%. This is because so many have embarked on more than one activity: e.g. part-time job in a nursery school, and an Evening College course in educational methods.

The impact on the community includes the effects on the families of these women. In addition, much of the new information learned in this workshop was shared with friends and neighbors, to their advantage. In several cases, higher education and career decisions of the daughters of participants were influenced by the information and insight gained by the women. For example, details about the growing importance of sub-professional roles in education, health, librarianship and social work, suggested new opportunities for girls.

Another important community impact resulted from the exposure of resource people in industry and education (who appeared as guest speakers) to these women, with a resulting understanding of their talents and their needs. Hopefully, some sorely-needed

changes will result, in the direction of making more part-time jobs and more opportunities for part-time study available for mature women.

Impact can often be appreciated by examining quotations from participants. Here are some selected excerpts:

From the Opening Session:

"My brain has been lying dormant too long, but I don't know where to begin or how to use it."

"I'd like to find out what I can do for the next 25 years."

"I want to get away from negative thinking."

"I want new ideas and interests."

"I need self-fulfillment. I'm interested in ME. I've raised seven children and I want something satisfying."

"I dropped out of college, and now I want to return for my degree."

"Would like to find a new challenge."

"I want to find a place in the sun for myself."

"I need a 'push'."

"To widen my world."

"For self-fulfillment."

Quotations from Follow-Up Reports of Gateway to Careers Participants:

"I tell people about the program whenever I can."

"I found a whole new life and interest."

"Changes in my life? not physically, but in attitude, WOW!"

"... my eyes were opened!"

"Confidence and much help in facing the future."

"Insight and direction - what I sought, I found."

"I find my self-confidence restored along with a direction."

"... just beginning to find that my life isn't over, but that a new chapter is beginning."

"I learned I was not alone in my fear of going back into the business world."

"The pleasure and inspiration of meeting you and your staff, and the direction the course has given me, will remain for a long time."

"Many thanks to you not only for personal encouragement, but for the initial 'giant-step' Gateway provided."

2. <u>What problems were encountered? What were its strengths and weaknesses?</u>

   A. "<u>New Horizons for Later Years</u>"

      A major problem for this program and the Gericare-Aide Training Program was transportation. In the Spring semester we experimented with providing transportation stipends to 16 participants with satisfying results.

      Note: The increase in participants from 15 to 28 (Fall to Spring) in New Horizons, and from 10 to 36 (Fall to Spring) in Gericare-Aide Training Program can be attributed both to increased awareness in the community and to the availability of transportation stipends.

      This experiment was watched with great interest by organizations working with the elderly, as lack of transportation is a major

problem for this age group on Long Island.

The strength of New Horizons has been the ability to help mature adults to discover and utilize the potential of their later years. The weaknesses were more in the community than the program. Some speakers were disappointing because they had to be honest and say how few opportunities there were in employment, for example, for this age group. The greatest weakness was the inability of this Center, without funding to follow up New Horizons, (which was an orientation program) with liberal arts or other courses, which were desired by the students and by other elderly individuals in the community. Perhaps this can be attempted in the future.

B. "Gericare-Aide Training Program"

The problems were in presenting material on a level simple enough to be understood by those participants with very limited backgrounds (two could not read and write), yet interesting enough to involve the more sophisticated students. Fortunately, the instructor was both experienced and gifted, and handled this situation very well.

The strengths consist of the practical training offered in the non-medical care of the elderly ill, including safety, nutrition, psychological factors, recreation, and elementary physical and medical facts, as well as practical skills such as bedmaking, bed baths, temperature taking, etc. Through this program, women were prepared to offer services for which there is great demand. The weaknesses were noted in the Fall semester, when none of the

ten students planned to seek employment, in spite of the great need in this field. In the Spring, we reached a quite different socio-economic group, thereby rectifying this problem, and making a greater potential contribution. However, the number of students was so large (36) that the practical aspect of the training was hampered. It was not possible for each student to practice each skill. In the Fall 1967 semester the number is being kept under 20.

Another problem presented itself in connection with the ages of the Fall 1966 semester participants. The proposal was based on the idea that elderly men and women should be trained to care for their fellows who were ill. It was felt that they needed useful occupations, and that their own advanced age would make them more understanding of the problems of the elderly patients. While these facts were both true, it was felt that younger people should <u>also</u> be trained as gericare-aides, and the prerequisite was changed, resulting in the younger women representing a majority in the larger group of Spring semester students. The reasons are that often the physical demands made on the aide are too great for an older person to meet; that the elderly often did not have transportation to get to the nursing home or hospital; and that the demand for aides is so great that a larger need could be met by training younger as well as older individuals. The two age groups learned very well together and from each other.

C. "<u>Gateway to Careers for Women</u>"

The problem was how to offer to 76 women (80 in the Spring) the kind of group guidance program planned for the 20 or 30

whom we had originally expected. The solution actually became a strength of the program, instead of a weakness. By hiring three additional instructors, each with a different specialized background, it was possible to develop a team teaching situation. The group met as a whole for lectures, guest speakers, etc., and at other times in smaller groups for discussion and application of what they had learned and to present their assignments. Each instructor shared her special knowledge with each group. The success of the program lay in the interaction in small groups, as well as exposure to the learning situations of panels of speakers, field trips, etc.

In grouping the students, homogeneity (based on educational background) was the basis used in the Fall semester, and this was felt to be a weakness. Therefore, the Spring class was divided into three groups based on planned heterogeneity. It was found to be more successful, since women with different educational backgrounds learned from one another.

Note on Dropouts. It was requested in the quantitative section of the report that an explanation appear in the narrative section concerning the number who dropped. Twenty-two, or nine percent, of the enrolled participants did not complete these programs. Some reasons were:

1. Illness of individual, or in family.
2. Death in immediate family.
3. Inclement weather. (3 residents and one professional from the A. Holly Patterson Home for the Aged were enrolled in New Horizons and came by special bus, but after the first three sessions heavy rains and severe cold prevented their attendance.)

4. Moved to another town.

5. Car no longer available.

6. Took a job (a few women in "Gateway to Careers" were offered jobs while on field assignments).

3. What consequences will this project have for your institution?

The establishment of a Center for Community Educational Services seems to be a welcome one on this campus, and in the community as a whole. The attention given to these three pilot programs has had two results:

a. Many more individuals are coming to Farmingdale for special workshops like these and for the regular credit courses. Over thirty alumni of these programs are now registered for Fall semester courses, as well as several husbands, and a few of their children. The value of a two-year college was introduced into the lives of many families.

b. Community organizations and leaders of business and industry have turned to this campus to explore new educational programs (long or short term) of special interest to their members.

It is hoped that the enthusiasm which these programs met among faculty and administration of the college and members of the community, will result in the expansion of the Center, with a budget appropriate to its potential.

4. What changes have ensued because of the program among participants, and in relationships with community agencies?

Changes among participants were referred to in the overview (page 3) in describing new activities undertaken and new roles assumed as a result of these programs.

Relationships with the following community agencies were developed. In each case this was a working relationship (i.e. referral, providing resource people or materials, etc.) not only a sharing of information. The roster of <u>over 70</u> institutions and agencies included:

a. Suffolk County Department of Health

b. Nassau County Department of Health

c. Suffolk County Department of Social Services

d. Nassau County Department of Social Services

e. Nassau County Extension Service

f. Nassau County Job Development Center

g. Nassau County Vocational Center for Women

h. New York State Employment Service

i. Senior Center of Nassau County

j. A. Holly Patterson Home for the Aged and Infirm

k. Economic Opportunity Commission of Nassau County and several local EOC groups.

l. Economic Opportunity Commission of Suffolk County and several local EOC groups.

m. American Red Cross of Nassau County

n. Health Services Foundation of Nassau County

o. Senior Citizens clubs in many communities

p. American Association of Retired Persons

q. Older Americans Advisory and Action Committee

5. <u>What did you learn methodologically from the program? Would the program be effective elsewhere? Would you do it differently now?</u>

A. The things we learned can be summarized as follows:

1. Class size. Involvement and participantion of the student is important to the success of programs like these. If the group is too large, each person cannot participate sufficiently. If it is too small, there is not enough inter-action. We found 15 to 25 to be ideal.

2. Assignments. A technique for making the student become truly involved, and therefore benefit more, is to give verbal and written assignments. In "Gateway to Careers" the assignments took them out into the community in new purposeful ways, and had very beneficial results.

3. Class Newspaper. The production of a class newspaper provided a new kind of learning experience and also a tangible evidence of their activities to share with their families.

4. Grouping. In all three programs, heterogeneity of backgrounds added to the learning situation. This was true even where quite large differences existed.

5. Faculty. The outstanding individuals we recruited to teach these programs had an influence on these participants over and above the subject matter of the programs themselves. Student evaluations and follow ups attested to this fact.

6. Exhibit of hobbies and homemaking skills. This gave many women a chance to gain recognition for their remarkable talents, and at the same time emphasize the philosophy of the "Gateway to Careers" program that the homemaking role is a very important one.

B. Each of these programs can be effective in other communities.

It is likely from the quantity and nature of the materials which were sent by us to over seventy institutions and agencies throughout the state and the country, that they are, in effect, being offered elsewhere this year.

C. The changes we have made were referred to above.

1. In the Gericare-Aide Training Program, there now is more emphasis on the practical skills, and the inclusion of younger people as well as older participants.

2. New Horizons for Later Years could have been developed in two ways:

   a. More <u>content</u> (to follow the orientation). We stretched their horizons, but regretfully cannot fulfill the promise.

   b. Making New Horizons available to <u>more</u> elderly people by offering it in extension, i.e. in centers where elderly people come or live.

Neither avenue could be followed due to discontinuation of funding.

3. "Gateway to Careers" instructors made several changes between the Fall and Spring semesters, all referred to earlier. Innovations such as "Occupations-In-The-Round" (a session where 20 or more resource people man tables in a circle and women go from one to the next, learning of occupational opportunities) could be copied in other programs for mature women, or even as a single session, as a community service.

6. <u>How were participants recruited and worked into the program and its evaluation? How effective have completed follow-up measures been?</u>

The chart on Recruitment of Participants (addenda) answers the first

part of this question. It is particularly gratifying that many in the "personal contacts" category were recommended by students in earlier programs.

Evaluation: At the close of each semester, participants and instructors completed detailed evaluation forms. These were very helpful in planning changes in the following semester.

Follow-up questionnaires were sent to students four months after the programs ended, to determine the effect of programs on their attitudes and actions. Results are referred to elsewhere in this report.

(Note: Spring semester participants will receive their questionnaires on November 1st, and a summary of these will be made and reported before the end of 1967.)

Other follow-up measures, besides evaluative, were taken.

1. Referrals of students to positions were made, and are still being made. Many placement offers came to us from people in the community who learned of our programs. Most were for women trained as Gericare-Aides. Several were for "Gateway" women; two for New Horizons students.
2. We continue to keep our alumni informed of matters which would be of particular interest to them; e.g. one-day conferences, new developments in continuing education, etc.

7. <u>Will the program be continued (other than renewal of grant?) What other changes in program or participants will be involved? How Funded?</u>

   A. <u>"New Horizons for Later Years"</u>. This program is not being continued because the extension grant under Title I was denied. This is regrettable not only because the program was so successful

in meeting an important community need, but because there were numerous requests from individuals and organizations to continue it, or to offer some other education program for older men and women. In fact, the enthusiasm of the participants was so great, that a group of them continued to meet under their own direction, informally, during the summer, in a room made available for them on campus. The program could not be offered without funding (as is now the case with Gateway to Careers) because these retired individuals typically have extremely limited incomes, and many could not attend if there was any fee. There was, it was felt, a lack of adequate developmental time, and it is hoped that some further steps can be taken on this campus, if funding becomes available.

B. "Gericare-Aide Training Program" (Title I grant is extended for Fall, 1967 semester). Of the 16 registered this Fall, eight are on tuition grants and six are receiving transportation stipends as well. The curriculum will be adjusted to include more emphasis on the practical. This was suggested by last Spring's students. The class has, therefore, been limited to 16, the number of sessions increased from ten to fifteen, and all, instead of two,of the sessions will be held in the mock hospital room. This will enable the instructor to demonstrate, and the students to have extensive practice in bed baths, bedmaking, and many other procedures.

C. "Gateway to Careers for Women" is being continued as a special workshop under the Evening College. Instead of the $10 fee charged under the grant, the tuition is now $30. This is still

modest in comparison with similar programs, and seventy-two women registered for the Fall semester, which is the maximum figure set in advance. This permits three sections of 24, each with an instructor, and with several joint meetings to hear resource speakers. The budget still permits several tuition grants to individuals.

Note: The three "Gateway to Careers" groups will serve as a practicum for the "Leadership Training for Women's Programs" workshops, which is funded under Title I for 1967-68, and those participants will, while learning, contribute to the "Gateway" workshop.

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